DOCUMENT RESUME

ED 083 877 FL 004 681

AUTHOR	Pack, Alice C., Ed.
TITLE	TESL Reporter, Vol. 6, No. 4.
INSTITUTION	Church Coll. of Hawaii, Laie. English Language Inst.
PUB DATE	73
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adjectives; College Curriculum; Creative Dramatics; Cross Cultural Studies; Cultural Awareness; Cultural Differences; Culture Contact; *English (Second Language); *English Curriculum; Intercultural Programs; *Language Instruction; *Reading Instruction; *Second Language Learning

ABSTRACT

This issue contains the following articles: "Trends in the Teaching of Reading" by Virginia French Allen: "A Lesson in Creative Dramatics" by Eloise Hayes and Richard Via; "Some Restrictions on Reduplication of Adjectives in English" by John T. Platt; "CCH BATESL Graduates;" and "Intercultural Communication Training: A Bridge for Human Understanding" by Kenneth E. Mann. Also included are two book reviews: "Writing as a Thinking Process" by Mary S. Lawrence, and "Improving Aural Comprehension" by Joan Morley. (HW)

TESL REPORTER
Teaching English as a Second Language

ED 083871

TRENDS IN THE TEACHING OF READING

By Virginia French Allen

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

Dr. Virginia French Allen, a well-known authority on TESL, is the author of several books including People to Languages.

This address was delivered at the TESL Conference, University of Hawaii, January 1973 and is part of the working papers for that conference. It is reported through the courtesy of the East-West Center, Stephen Boggs and Larry Smith, coordinators.

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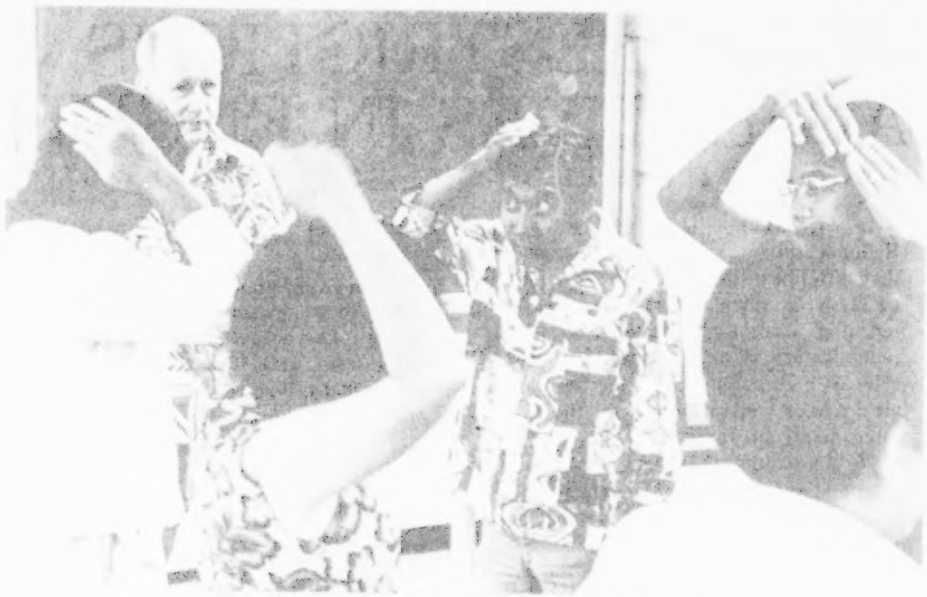
A LESSON IN CREATIVE DRAMATICS

By Eloise Hayes and Richard Via

Richard Via, professional stagemanager on Broadway, took *Hello Dolly* to Japan for the State Department.

He became interested in drama as a means of teaching ESL and returned as a Fulbright Scholar to Japan for five months and remained for five years. He is currently a fellow with the Cultural Learning Institute at The East West Center, Honolulu, Hawaii.



SOME RESTRICTIONS ADJECTIVES IN ENGLISH

By John T. Platt

ON REDUPLICATION OF

Dr. John T. Platt, Deputy Chairman, Department of Linguistics at Monash University, Clayton, Victoria, Australia writes, "Recently I received from Dr. Peter Fries some copies of papers by him. Among them was the article 'On Repeatability and Reduplication' from TESL Reporter Vol. 3, No. 4, Summer, 1970. This set me thinking about restrictions on reduplication and this article ensued."

CREATIVE DRAMATICS

a desire to play that role, try it.

V. Plan and play/rehearse Peddler making caps.

ASK

What did the peddler's house look like?
How many rooms?
What was the roof made of?

DO

How does the old man work on his caps?
How does he pack his bag?

As the students are "working on their caps" and "packing their bags," the teacher may be a visitor calling on some of them. Students may or may not be asked to listen to the conversations.

VI Plan play/rehearse Mayor and Villagers.

ASK

Where did the little old man go?
Who does he see there?
How did the townspeople act like monkeys?

DO

Be a townsperson doing his job.
How does the Mayor walk?
Put on your "caps."
Walk about the room as the townspeople do.

ASK

How did the old man feel when everyone had on the caps?
How did he feel when they gave them back?

DO

How did he walk through the forest when he left the town?
Eat your lunch and fall asleep.

VII. Putting it all together. The Performance.

You have now discussed and rehearsed the entire play. You are ready to perform.

Decide where the house, the village and the forest are to be. Use all available space. Depending on the size of your class, you may have the students select the parts they want to play. You will need:

1 (or more) old man
1 (or more) Mayor
Townspeople (any number)
Monkeys (any number)

If your class is small, then the townspeople and monkeys may double. You should have a part in mind to play in each phase in case there is a lull in the action and you need to get them started again. You could be a visitor or relative when the old man is making his caps, a villager in the town scene and a monkey in the last scene.

In creative drama you do not need costume or scenery. The students are most imaginative and will create more of this in their minds than you could provide. Good luck!

Letter to the Editor

I enjoy receiving the Reporter very much. Thanks.

In Vol. 6, No. 1, Fall 1972, there was an article: Teaching Composition to ESL Students. Several texts were mentioned which I would like to locate but there were no references given. Could you help me with these? The texts were:

1. A Programmed Approach to Writing Gordon, Burgard and Young Books 1 & 2
2. Troublesome Verbs - No author cited
3. A First Book in Composition I.G. Alexander

Betty Jacobsen
Lecturer in Linguistics
Illinois Institute of Technology

A Programmed Aproach to Writing is published by Ginn and Company, Boston, Massachusetts 02117 (I think the others are by Longman Green.) Perhaps one of our readers could supply additional information

SEINI VAMANRAV

May 1972

JULENE EVANS

May 1971

CECILIA VAIOLETI

December

Fifth Year Certificates

CCH BATESL GRADUATES

SCOTT TEMPLE

JUDY LALAU

MAJOR REQUIREMENTS INCLUDE THE FOLLOWING COURSES:

LINGUISTICS
- 210 Phonetics and Phonology
- 310 The Grammars of English
- 416 Advanced Linguistics

ANTHROPOLOGY
- 310 Polynesian Culture

ENGLISH
- 340 Language in Literature
- 345 Literature in Polynesia
- 351 Shakespeare and His Age
- 356 United States Literature to 1900
- 357 Twentieth Century American Literature

METHODOLOGY
- 466 TESL Methods
- 442 Professional Preparation for Teachers
- 499 Supervised Student Teaching

All students must take the ... aspects of education classes if they ... become certified teachers in TESL ... English. Supervised teaching in TESL ... in the multicultural public schools of ...

In addition, all majors must ... at least four semesters of ... foreign language. (Foreign students ... count English as a foreign language.)

Su...

FETULIMA TAMASESE

JULENE EVANS

May 1971

CECILIA VAIOLETI

KENYON MOSS

December 1972

CH BATESL GRADUATES

FAIGALILO AIU

May 1973

Candidates for the degree program must complete all general and area requirements for a regular bachelor of arts degree. Americans and other native speakers of English are expected to acquire some knowledge of the cultures and languages of Polynesia and/or the Orient. Non-native speakers of English pursue competence in English throughout their entire undergraduate program.

All students must take the normal sequence of education classes if they wish to become certified teachers in TESL and in English. Supervised teaching in TESL is done in the multi-racial public schools of Hawaii.

In addition, all majors must complete at least four semesters of an approved foreign language. (Foreign students may count English as a foreign language.)

MAJOR REQUIREMENTS INCLUDE THE FOLLOWING COURSES:

LINGUISTICS
- 210 Phonetics and Phonemics
- 310 The Grammars of English
- 410 Advanced Linguistics

ANTHROPOLOGY
- 310 Polynesian Cultures

ENGLISH
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METHODOLOGY
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Summer 1973

FETULIMA TAMASESE

APIKARA HEMI

"INTERCULTURAL COMMUNICATION" TRAINING A BRIDGE FOR HUMAN UNDERSTANDING

by Dr Kenneth Eugene Mann

In today's world, "intercultural communication" is the most accepted term for describing the interaction between two people from different cultures. The following terms, however, are also used to describe the same process: "cross cultural communication," "transcultural communication," "interracial communication," and "transracial communication." Although these terms are used synonymously, "intercultural communication" is most suitable, since it describes all situations that exist when people of different cultures attempt to communicate. For example, when describing the communication between two people of the same race, country, and religion, but from different economic levels (one poor and the other wealthy), only the term "intercultural communication" is appropriate. Although some might argue that these two individuals are of the same culture, the communication difficulties that they will experience will be just as acute as when there are differences in nationality, race, or skin color.

Training in "intercultural communication" must not and cannot be limited by such things as racial differences or skin pigmentation. The major emphasis of any such program should be on individual awareness of the differences and similarities between people. Students need to realize that the more differences existing, the greater the dilemma as people attempt to communicate with one another. Whether a training program in "intercultural communication" consists of a semester course or merely a unit of study, certain approaches should be avoided. For example, most individuals think of culture as the way people dress, their beliefs, and the customs they practice.[1] When dealing with "intercultural communication," a concentration on the way people dress causes problems because it is too easy to assume that those dressing alike have the same beliefs, values, and behavior. In addition, the connection between beliefs and behavior are seldom obvious. Although an examination of the customs that people practice will give some guidelines, they do not indicate how individuals will interact in an "intercultural communication" situation. In addition, "intercultural communication" training is not a matter of teaching the do's and don'ts of conversing with someone of another culture. This type of approach merely reveals a failure to understand the cultural concept. Instead of a concentration on specific rules, there should be a focus on the general rules. For example, Americans communicate praise, abuse, blame, status, and anticipation (to name only a few) by using time. It would be impossible for a foreigner in the United States to attempt to memorize all the ways in which time is employed. However, if this same individual were to learn that time awareness is a part of our cultural whole, he would begin to understand the cues or time messages that he observes and receives during his stay in the United States.

It becomes extremely easy for the teacher of an "intercultural communication" training program to concentrate on cultural differences, customs, and idiosyncrasies. It is entertaining for the students and rather enjoyable to parade various "strange" practices before the minds of students. Such

[1] Edward T. Hall and William F. Whyte, **Intercultural Communication: A Guide to Men of Action**, Ithaca: New York State School of Industrial and Labor Relations, 1960, page 5.

A current CCH faculty member, Gene Mann received his Ph.D. in Speech-Communication from Indiana University.

Dr. Mann has taught at Purdue and Indiana Universities and has published several articles concerning Black History.

functioning correctly from one culture to another.

Any training program in "intercultural communication" should consider the above six areas as a minimum. An additional objective for such a program should be to get students to become aware of the similarities existing between people of various cultures. If individuals of various cultures come to realize that they are more alike than different, and they honestly want to work out any existing difficulties, all barriers between them can be overcome. Training in "intercultural communication" can be the bridge to help bring about understanding among peoples and nations. This type of training will enable students (future leaders of the world) to function in "intercultural communication" situations with a greater degree of success and effectiveness.

BOOK REVIEW

Writing as a Thinking Process Price $3.95 paperback
by Mary S. Lawrence
University of Michigan Press 1972

An excellent new text for teaching expository writing to high intermediate and advanced ESL students. Included are daily in-class writing assignments and exercises that emphasize the distinction between content and organization, and between cause, effect, and inference. Student's writing is based on content given through illustrations, statistics, tables, graphs, etc.

Each lesson has additional vocabulary, including structure words usually used for the specific purpose of the writing. The following is from the lesson on introducing generalizations and specifics.

Structure Vocabulary

The following is a list of *some* of the structure vocabulary you need when you support a generalization with specific details.

for example
for instance
for one thing
to illustrate
in one instance
in other words
as follows
as proof
let me illustrate
let me cite as proof
in substantiation
to substantiate
as an illustration
in one instance, in this instance
as an example
take _____, for example
consider _____, for example
in practice
according to statistics
according to statistical evidence

The following words and phrases are used for generalizations.

generally
generally speaking
on the whole
all
every
never
always

ESL teachers whose students have mastered English grammar, but have not learned to write in acceptable English style, will welcome this helpful text.

Alice C. Pack

READING

(continued from page 2)
have been eliminated, students will forever find textbooks outside the TESOL class almost impossible to read.

Another recent study designed to help teachers train students to cope with unsimplified prose is a Ph.D. dissertation by Mary Eleanor Pierce, who was teaching in Egypt when she first perceived the special problems TESOL students encounter while reading textbooks intended for native speakers of English.

Gradually she came to realize that TESOL students need to be trained to make speedy predictions about what to expect from each succeeding sentence in a passage of connected discourse. Without reading the entire sentence, students need to decide instantly whether or not the sentence advances the theme to any significant degree, whether the sentence merely offers illustrative detail, whether in fact the sentence just restates an idea previously presented, in which case it can safely be left unread.

The Pierce study stresses the need for teaching TESOL students how to "take advantage of the high redundancy in written English by following procedures which the native speaker uses automatically." In particular, as the writer points out, students need help in (a) distinguishing between main ideas and supporting details, (b) recognizing repetitive statements, (c) identifying the subject of a complex sentence, and (d) developing expectancy for the type of predication such a subject might require.

In a related vein, Thomas Buckingham, addressing the 1973 TESOL Conference, urged teachers to give students practice in "guessing what might come next."

In effect, both statements emphasize the importance of increasing the student's awareness of the specific roles played by individual sentences within a passage of prose. Both also call attention to the able reader's habit of predicting from the Subject of a sentence how the rest of a sentence will probably go.

What classroom activities might be suggested by these observations? To illustrate, let us look at a passage constructed for the purpose by Mary Eleanor Pierce, and then decide how it might be used.

(1) A college is not just a place for studying. (2) Most colleges offer many other things. (3) Students can meet people from different places. (4) They can learn from these people as well as from class work. (5) A student's most valuable and useful information is sometimes gained from such informal conversations. (6) Many opportunities for cultural activities are also present on the campus. (7) The theatre workshop, or drama group, is always popular. (8) Students who are interested in music can join the band or the orchestra. (9) Those wishing to develop their ability in painting can join art classes. (10) There are many additional pursuits for those who are interested. (11) It is possible to find something for every taste.

If a passage like the Pierce paragraph is used, students might

1. identify the Subject of each sentence (separating it from the Predicate by a /);

2. discuss the kind of predication which they would expect to find for each Subject;

3. discuss the degree to which each sentence either introduces a main idea or repeats an idea previously presented;

4. discover the words that link one idea to another (e.g. *other, they, they as well as, such, also, additional...*).

In short, exercises related to such a passage ought to train students to react to written discourse as experienced English-speaking readers do.

Now that we have looked at some reading material and considered some procedures for using it in class, we might ask how these procedures relate to current trends in reading. One of the most obvious is the

from the dangerous idea of contact with the written language. It was often said that an oral command was a necessary prerequisite to reading, and that even if reading skills were the aim of the program, oral, quick work provided the only achievable means of reaching that goal. After three decades in which Reading was thus downgraded, I find impressive significance in the title of a 1972 article by Robert Lado in the *Foreign Language Annals*: "Evidence for an Expanded Role for Reading in Foreign Language Learning." Lado cites data derived from several studies, one of which involved Japanese junior high school students studying English at the beginning level. The experimental group was not presented with the written language until after the first month of instruction. The control group learned the written form along with the spoken form, beginning with the first lessons. The control group demonstrated superior skill in tests of aural perception and also in comprehension and integrative tests.

On the basis of findings from such experiments, Lado arrived at the following conclusion: "...although it is possible to learn to speak without reading, it seems a more effective strategy to learn to read simultaneously with learning to speak."

Thus we find that Reading instruction is back in style. Reading is even to be given an expanded role in beginners' classes. But much more vital than is efficient reading instruction in courses for intermediate and advanced students, many of whom are forced to cope with textbook prose during their non-TESOL hours, every school day.

I hope that ESL teachers will never lose sight of the need for oral practice, especially at the elementary levels. But the recently renewed appreciation of the role played by reading bodes well. It should improve our teaching of the more advanced classes.

Luckily this trend toward a greater sense of responsibility for the teaching of reading coincides with other current developments, as

[illegible] are [illegible] new insights into the learning [illegible] discourse from conversational talk. More of today's new insights are proving helpful in helping ESOL students read.

Another [illegible] tendency in [illegible] reading instruction is suggested by the [illegible] today there appears to be a trend away from *amplitude*, the language learning process. A trend toward acknowledging its complexity. In an article, the emphasis was upon structuring the process, on identifying the *smallest* number of language features and elements essential to the expression of ideas. Teachers in my generation were brought up on the [illegible] that "language is learned when within a *limited vocabulary* the student has mastered the sound system and the *basic structural devices*." In those days and even today in elementary courses the stress was on supplying a limited set of signalling devices for the student's use in *production* of English sentences. Today attention has shifted particularly in more advanced classes to *comprehension* of a vastly expanded repertoire of patterns.

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VERB CHARTS

Begin in next issue

Students often have problems with the verb "to be," the auxiliaries "do" and "have," and the modal auxiliaries. Starting with the next issue, the TESL Reporter will publish a series of charts to help all students with these problems. Examples which should prove helpful to ESL students include (will be):

The Functions of be in English

The Functions of have in English

The Functions of do in English

The Functions of can and will in English

BOOK REVIEW

Improving Aural Comprehension
by Joan Morley
The University of Michigan Press
Under the Auspices of the English Language Institute of the University of Michigan, 1964

Teacher's Book of Readings, price $4.95
Student's Workbook, price $4.95
Tapes with answer book for lab work, price $80.00 (6 reels)

A structured listening program for adult ESL students which incorporates basic auditory discrimination and aural grammar in an interesting and practical way. Students are guided in coping with cooks of when to listen, what to listen for, and how to listen. Written assignments must be completed in the workbook as the student listens to the readings. Intermediate and advanced students will complete their workbooks in full as comments to all students might help even those who are in elementary classes.

The Teacher's Book will give teaching ESL hints, and skills for students in the intermediate and advanced classes.

Alice C. Pack

TESL REPORTER

A quarterly publication of the English Language Institute and the HATESL program at The Church College of Hawaii

Editor . . . . . Mrs. Alice Pack, Assistant Professor of English and TESL
Staff . . . . . Api Hemi, Jovy Mose

Articles relevant to teaching English as a second language in Hawaii, the South Pacific, and Asia, may be submitted to the editor through Box 157, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

FIJIAN GUIDES AND ENTERTAINERS at the Polynesian Cultural Center are enrolled in special classes at the Church College of Hawaii. Pictured above in an ESL class are (left to right) Joanna Drawe, Joeli Verebasaga, Livai Volavola, Francis Veseiktero, Alice Paek (instructor), Matelita Kirikirikula, Raijeli Monika, and Iliale Tagi.

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